**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_7th LA \_\_\_ **Grade/Course:** \_\_\_\_7th\_\_\_\_\_ **Date:** \_Day one through ten\_\_\_\_\_\_\_\_\_\_\_

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| **Unit Title: Two Sides of Every Story** | | **Corresponding Unit Task: Engaging Scenario: Lights, Camera, Action!** |
| **Unit EQ(s):** | How do different authors portray the same historical events or time periods in different ways?  How do different authors writing about the same topic shape their presentations of topics?  Why is it important to study historical events from a variety of perspectives? | |
| **Essential Vocabulary** | |  | | --- | | **Unit Vocabulary** | | **Civil Rights Movement-** <http://dictionary.reference.com/browse/civil+rights+movement?s=t>  **Vietnam War**- <http://dictionary.reference.com/browse/vietnam+war?s=t>  **Simile-**A comparison between two unlike things using a word such as like or as  **Metaphor-**A comparison between two unlike things in which one thing becomes another thing.  **Onomatopoeia-**The use of a word whose sound imitates or suggests its meaning.  **Audience-**the person or group for whom a selection is written or performed  **Bibliographic information-**sources consulted by a writer while conducting research  **Compare/Contrast Writing-**expository writing that describes similarities and differences between two or more subjects in order to achieve a specific purpose.  **Credible Source-**a source that is worthy of confidence or belief  **Historical Account-**a written work containing text based on history  **Key Event-**the single most important event in a narrative piece  **Poem/Poetry-**a composition written in verse that often uses rhythm and/or rhyme  \*Definitions taken from *Holt Elements of Literature* 2006 and *Mentoring Mind Common Core* flip chart | | |
| **Materials/Resources** | Laptop, projector, websites, literature book, short stories, etc…. | |

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| **Activating Strategy/ Bell Ringer** | Flocabulary: Monday, Wednesday, Thursday……Grammar: Tuesday and Thursday. |
| **Balanced Literacy Components Addressed:**  X Reading  X Writing   * Word Study   X Speaking & Listening  **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RL 7.9**  **RI 7.9**  **SL 7.2**  **L 7.6**  **W.7.2 A-F**  **I Can Statements:**  **I can present a documentary or fictional play of a historical event.**  **Instructional Plan:**   1. <https://webmail.gcsnc.com/owa/redir.aspx?C=82f16caebd67497f92ff7520868f4e44&URL=http%3a%2f%2fwww.centerstage.org%2fPortals%2f0%2fPDF%2f06PlaywrightsHandbook.pdf> 2. This will be the website used to teach the difference between fictional and documentary plays. 3. This week will be the week we have different research days due to the number of computers but the end result will be the same. 4. We will teach the lesson on different days depending on the day we go to the media center for research.   1. Groups will choose which events they would like to portray through their documentary or play and present a proposal to their teacher with their plans and ideas for their project.  2. Students will work together to write the script for their play or the outline for their documentary. Students will work together to organize their materials from their previous tasks and research new information that will assist them in their task. Through their research, students will choose credible sources with proper citation and include relevant information while avoiding plagiarism. (Teachers should conduct a lesson on proper research methods).  3. Students should use textual evidence in their documentary or play that supports analysis of what the texts they have studied say explicitly, as well as inferences drawn from the text.  4. In their productions, students should consider how the individuals from each time period impacted the events of the time period. Students should consider how they will choose to convey these interactions through their productions.  5. Students will use or integrate technology to present their documentary or play.  6. Students will write a reflection describing why they made the choices they made in preparing the presentation of their topic. Why did they choose those particular facts, photographs, artifacts, etc. to include in their presentation? \*This could be completed as a homework assignment.  7. As groups present, the audience members will compare/contrast the drama and documentary presentations. They will track their differences/similarities on a Venn diagram. When considering the similarities and differences, students should focus on the main ideas and details that are presented and how these ideas make the topic clearer.  After the presentations, students will complete a written piece comparing and contrasting how the presenters portrayed the historical event versus the fictional account. Students should be sure to use grade appropriate general and domain specific words in their writing.  This is the lesson plan for 10 days. We will all have the same results with the writing and plays. |
| **Closing/Summarizing Strategy** | After the presentations, students will complete a written piece comparing and contrasting how the presenters portrayed the historical event versus the fictional account. Students should be sure to use grade appropriate general and domain specific words in their writing |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| <https://webmail.gcsnc.com/owa/redir.aspx?C=e600f8abf79e47fab4f787ddee74a259&URL=http%3a%2f%2fracquelparra.wmwikis.net%2ffile%2fview%2fSocratic%2520Seminar.pdf> | Students will be given an outline for the research, tips and a list of references to use. They will also be given a graphic organizer and prompts to writing technique. | Discuss any unfamiliar vocabulary that comes up when doing research. |
| **Assessment(s)** | Rubric ( link will be added later by GCS.) | | |
| **Reflection** |  | | |